



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12901845
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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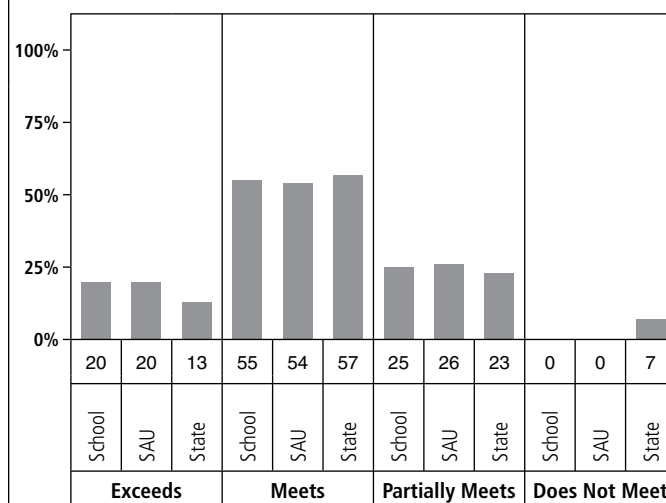
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

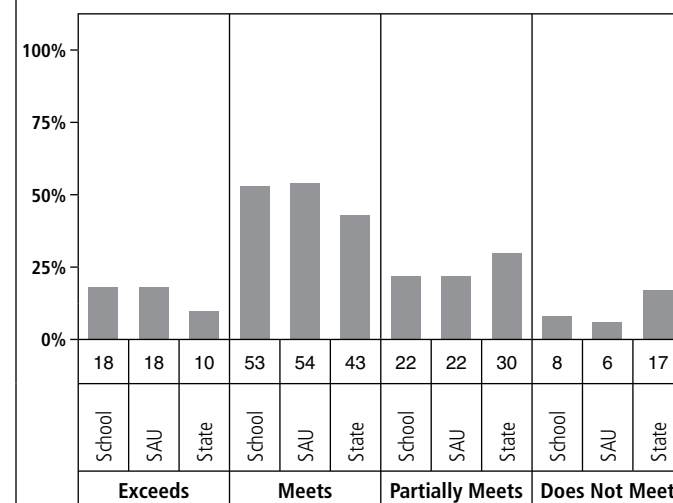
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	649	649	644
2006–2007	648	648	646
2007–2008	650	651	648
Cum. Avg. *	649	649	646
Mathematics			
2005–2006	650	650	641
2006–2007	651	651	643
2007–2008	649	650	642
Cum. Avg. *	650	650	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics											
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	51	100	50	100	14365	100	51	100	50	100	14266	99	51	100	50	100	14268	99						
Ethnicity African American/Black	1	2	1	2	418	3	1	100	1	100	407	97	1	100	1	100	413	99						
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99						
Asian or Pacific Islander	2	4	2	4	249	2	2	100	2	100	249	100	2	100	2	100	248	100						
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99						
Caucasian/White	48	94	47	94	13438	94	48	100	47	100	13353	100	48	100	47	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	5	10	4	8	2518	18	5	100	4	100	2479	99	5	100	4	100	2479	99						
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
Economically disadvantaged	16	31	16	32	5335	37	16	100	16	100	5277	99	16	100	16	100	5279	99						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	41	80	41	82	11613	81	41	80	41	82	11626	81						
Identified disability (PET/IEP)	0	0	0	0	373	3	0	0	0	0	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	0	0	0	0	149	1	0	0	0	0	150	1						
Participation with accommodations	10	20	9	18	2451	17	10	20	9	18	2446	17						
Identified disability (PET/IEP)	5	50	4	44	1909	78	5	50	4	44	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	0	0	0	0	85	3	0	0	0	0	84	3						
Other	5	50	5	56	350	14	5	50	5	56	335	14						
Participation through alternate assessment (PAAP)	0	0	0	0	197	1	0	0	0	0	196	1						
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	8	19	8	20	1176	8
	2006-2007	3	5	3	5	1132	8
	2007-2008	10	20	10	20	1817	13
	Cum. Total*	21	14	21	14	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	19	45	18	44	7612	51
	2006-2007	35	64	35	64	8127	57
	2007-2008	28	55	27	54	8072	57
	Cum. Total*	82	55	80	55	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	11	26	11	27	4080	27
	2006-2007	12	22	12	22	3549	25
	2007-2008	13	25	13	26	3194	23
	Cum. Total*	36	24	36	25	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	4	10	4	10	2005	13
	2006-2007	5	9	5	9	1478	10
	2007-2008	0	0	0	0	981	7
	Cum. Total*	9	6	9	6	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	34.4	61.4	34.5	61.6	32.7	58.4
Literary Text	28	50	17.3	61.8	17.3	61.8	16.3	58.2
Informational Text	28	50	17.1	61.1	17.1	61.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	10	20	28	55	13	25	0	0	650	50	20	54	26	0	651	14064	13	57	23	7	648
Ethnicity																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	2										2						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	48	9	19	26	54	13	27	0	0	650	47	19	53	28	0	650	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	3	60	2	40	0	0	642	4						2282	2	29	42	27	636
No	46	10	22	25	54	11	24	0	0	651	46	22	54	24	0	651	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	51	10	20	28	55	13	25	0	0	650	50	20	54	26	0	651	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	16	2	13	7	44	7	44	0	0	646	16	13	44	44	0	646	5153	6	51	31	12	643
No	35	8	23	21	60	6	17	0	0	653	34	24	59	18	0	653	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	51	10	20	28	55	13	25	0	0	650	50	20	54	26	0	651	14057	13	57	23	7	648
Gender																						
Female	29	8	28	15	52	6	21	0	0	653	28	29	50	21	0	654	6967	16	59	20	5	650
Male	22	2	9	13	59	7	32	0	0	647	22	9	59	32	0	647	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	51	10	20	28	55	13	25	0	0	650	50	20	54	26	0	651	12878	14	59	21	7	648
Gifted/talented program																						
Yes	4										4						557	50	48	2	0	661
No	47	6	13	28	60	13	28	0	0	649	46	13	59	28	0	649	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%		%
How much homework do you do on school nights?																							
A. none	2	1	100	0	0	0	0	0	0	666	2	100	0	0	0	666	6	7	43	30	20	641	
B. less than one hour	55	6	21	14	50	8	29	0	0	651	56	21	50	29	0	651	56	13	58	23	6	648	
C. one to two hours	39	2	10	13	65	5	25	0	0	648	38	11	63	26	0	648	34	15	60	20	5	649	
D. more than two hours	4	1	50	1	50	0	0	0	0	657	4	50	50	0	0	657	3	9	46	29	16	643	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	51	6	23	13	50	7	27	0	0	652	52	23	50	27	0	652	40	17	60	19	5	650	
B. They match some of what I have learned.	39	3	15	12	60	5	25	0	0	649	40	15	60	25	0	649	48	12	59	23	6	648	
C. They match just a little of what I have learned.	8	1	25	2	50	1	25	0	0	647	6	33	33	33	0	647	9	7	45	34	15	643	
D. There is no match.	2	0	0	1	100	0	0	0	0	650	2	0	100	0	0	650	3	3	31	37	29	637	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	39	7	35	11	55	2	10	0	0	656	38	37	53	11	0	657	28	26	58	11	4	653	
B. good	43	3	14	13	59	6	27	0	0	649	44	14	59	27	0	649	54	9	61	24	6	647	
C. fair	16	0	0	4	50	4	50	0	0	641	16	0	50	50	0	641	16	3	48	37	13	642	
D. poor	2	0	0	0	0	1	100	0	0	636	2	0	0	100	0	636	2	1	37	39	23	637	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	10	0	0	3	60	2	40	0	0	642	10	0	60	40	0	642	15	10	48	27	15	644	
B. about the same as my regular schoolwork	66	7	21	19	58	7	21	0	0	651	65	22	56	22	0	652	66	13	59	22	5	649	
C. easier than my regular schoolwork	24	3	25	5	42	4	33	0	0	652	24	25	42	33	0	652	18	15	58	20	7	649	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	10	1	20	2	40	2	40	0	0	645	10	20	40	40	0	645	9	2	37	37	23	638	
B. Most of the passages were about the same as what I normally read.	35	0	0	11	61	7	39	0	0	646	36	0	61	39	0	646	54	9	59	26	6	647	
C. Most of the passages were easier than what I normally read.	55	9	32	15	54	4	14	0	0	654	54	33	52	15	0	655	36	21	60	15	4	652	
How hard did you try on the reading part of this test?																							
A. I tried harder on this test than I do on my regular schoolwork.	45	4	17	12	52	7	30	0	0	650	44	18	50	32	0	650	46	13	56	24	7	648	
B. I tried about the same as I do on my regular schoolwork.	51	5	19	15	58	6	23	0	0	651	52	19	58	23	0	651	50	14	60	21	6	649	
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	50	1	50	0	0	0	0	656	4	50	50	0	0	656	3	5	46	30	20	641	
How much time do you spend reading at home each day?																							
A. more than one hour	16	3	38	4	50	1	13	0	0	656	16	38	50	13	0	656	19	19	58	17	6	651	
B. 20 minutes to an hour	63	6	19	18	56	8	25	0	0	651	62	19	55	26	0	651	51	15	60	20	5	649	
C. less than 20 minutes	12	1	17	4	67	1	17	0	0	651	12	17	67	17	0	651	12	9	56	26	9	646	
D. I rarely read at home.	10	0	0	2	40	3	60	0	0	640	10	0	40	60	0	640	18	4	50	34	13	643	
Optional school/SAU question																							
A.	0										0												
B.	0										0												
C.	0										0												
D.	0										0												

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	11	26	11	27	1463	10
	2006-2007	19	35	19	35	2092	15
	2007-2008	9	18	9	18	1474	10
	Cum. Total*	39	26	39	27	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	20	48	19	46	5914	40
	2006-2007	22	40	22	40	5731	40
	2007-2008	27	53	27	54	6008	43
	Cum. Total*	69	47	68	47	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	6	14	6	15	4494	30
	2006-2007	10	18	10	18	4175	29
	2007-2008	11	22	11	22	4244	30
	Cum. Total*	27	18	27	18	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	5	12	5	12	3014	20
	2006-2007	4	7	4	7	2308	16
	2007-2008	4	8	3	6	2346	17
	Cum. Total*	13	9	12	8	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	11.3	59.5	11.4	60.0	9.6	50.5
Cluster 2: Shape and Size	15	27	9.6	64.0	9.7	64.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.4	62.9	4.5	64.3	4.2	60.0
Cluster 4: Patterns	15	27	8.8	58.7	8.9	59.3	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	9	18	27	53	11	22	4	8	649	50	18	54	22	6	650	14072	10	43	30	17	642
Ethnicity																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	2										2						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	48	9	19	26	54	9	19	4	8	650	47	19	55	19	6	650	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	2	40	2	40	630	4						2283	2	18	31	49	627
No	46	9	20	26	57	9	20	2	4	651	46	20	57	20	4	651	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	51	9	18	27	53	11	22	4	8	649	50	18	54	22	6	650	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	16	2	13	8	50	5	31	1	6	646	16	13	50	31	6	646	5160	4	34	36	26	636
No	35	7	20	19	54	6	17	3	9	651	34	21	56	18	6	651	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	51	9	18	27	53	11	22	4	8	649	50	18	54	22	6	650	14065	10	43	30	17	642
Gender																						
Female	29	5	17	16	55	5	17	3	10	649	28	18	57	18	7	650	6974	10	43	31	16	642
Male	22	4	18	11	50	6	27	1	5	649	22	18	50	27	5	649	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	51	9	18	27	53	11	22	4	8	649	50	18	54	22	6	650	12880	11	44	29	15	643
Gifted/talented program																						
Yes	4										4						557	53	42	4	0	663
No	47	6	13	26	55	11	23	4	9	647	46	13	57	24	7	648	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	1	100	0	0	0	0	0	0	670	2	100	0	0	0	670	6	6	33	31	31	635
B. less than one hour	55	5	18	16	57	5	18	2	7	650	56	18	57	18	7	650	56	11	43	30	16	643
C. one to two hours	39	2	10	10	50	6	30	2	10	645	38	11	53	32	5	646	34	11	45	30	14	644
D. more than two hours	4	1	50	1	50	0	0	0	0	656	4	50	50	0	0	656	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	46	5	22	13	57	5	22	0	0	653	47	22	57	22	0	653	45	14	47	28	11	646
B. They match some of what I have learned.	50	4	16	13	52	5	20	3	12	646	51	16	52	20	12	646	43	8	43	33	17	641
C. They match just a little of what I have learned.	2	0	0	0	0	0	0	1	100	622	0						9	6	30	33	32	635
D. There is no match.	2	0	0	1	100	0	0	0	0	656	2	0	100	0	0	656	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	3	20	10	67	2	13	0	0	655	31	20	67	13	0	655	29	24	51	17	8	651
B. good	52	6	23	12	46	6	23	2	8	648	51	24	48	24	4	649	48	6	45	33	16	641
C. fair	16	0	0	4	50	2	25	2	25	640	16	0	50	25	25	640	19	1	29	42	28	634
D. poor	2	0	0	1	100	0	0	0	0	650	2	0	100	0	0	650	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	22	1	9	6	55	3	27	1	9	646	20	10	60	30	0	648	24	5	38	33	24	638
B. about the same as my regular schoolwork	73	6	16	20	54	8	22	3	8	648	74	16	54	22	8	648	62	9	45	31	14	643
C. easier than my regular schoolwork	6	2	67	1	33	0	0	0	0	669	6	67	33	0	0	669	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	6	22	15	56	4	15	2	7	651	52	23	58	15	4	652	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	45	3	13	11	48	7	30	2	9	647	46	13	48	30	9	647	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	644	2	0	100	0	0	644	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	20	1	10	8	80	1	10	0	0	649	20	10	80	10	0	649	17	8	39	30	22	639
B. two or three days a week	55	4	14	12	43	8	29	4	14	646	54	15	44	30	11	646	34	11	44	31	14	643
C. two or three times each month	16	3	38	4	50	1	13	0	0	662	16	38	50	13	0	662	31	12	44	29	15	644
D. never or almost never	10	1	20	3	60	1	20	0	0	648	10	20	60	20	0	648	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	18	1	11	6	67	1	11	1	11	651	18	11	67	11	11	651	11	11	37	29	23	641
B. two or three days a week	41	3	14	12	57	4	19	2	10	649	40	15	60	20	5	650	32	11	44	30	15	643
C. two or three times each month	27	3	21	6	43	5	36	0	0	650	28	21	43	36	0	650	32	11	45	30	15	643
D. never or almost never	14	2	29	3	43	1	14	1	14	646	14	29	43	14	14	646	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	1	33	1	33	0	0	1	33	653	6	33	33	0	33	653	7	6	29	33	32	635
B. 30–45 minutes	65	6	18	16	48	8	24	3	9	648	64	19	50	25	6	649	37	8	39	34	20	640
C. 45–60 minutes	27	2	14	9	64	3	21	0	0	650	28	14	64	21	0	650	42	13	47	28	12	645
D. more than 60 minutes	2	0	0	1	100	0	0	0	0	646	2	0	100	0	0	646	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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